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# EXTENSION SERVICE *Review*

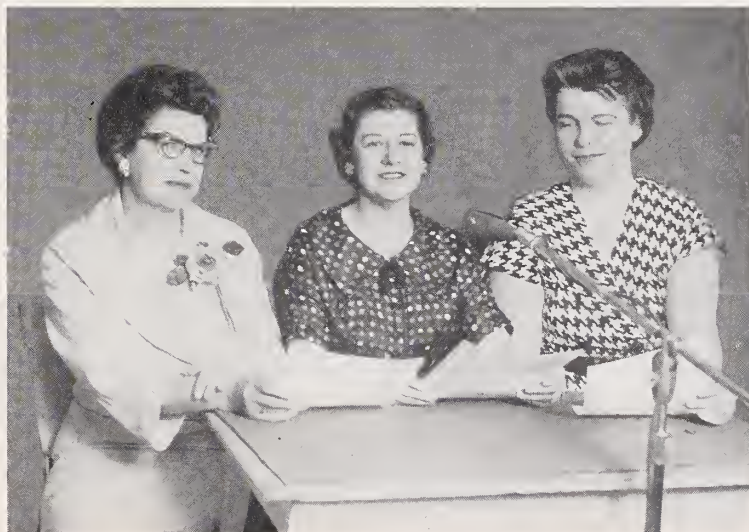
JULY 1960

31/7



TV Tailored  
to Their Interests  
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Homemakers  
Report by Radio  
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# EXTENSION SERVICE *Review*

Official monthly publication of  
Cooperative Extension Service:  
U. S. Department of Agriculture  
and State Land-Grant Colleges  
and Universities cooperating.

*The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.*

*The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.*

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Division Director: *Elmer B. Winner*  
Editor: *Edward H. Roche*  
Assistant Editor: *Doris A. Walter*

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## EAR TO THE GROUND

We're always talking about how important it is to know your audience. To practice what we preach, Ed Roche and I try to get out to visit county and State workers as much as possible.

Recently I visited in Minnesota to observe Extension at work. In Todd County, I tagged along with Dick Brand, Erv Skaar, and Ilene Naley on just about all their extension jobs.

Field tests, farm and home visits, farm meetings, radio, news, 4-H meetings, leaders council, talent show, achievement day, and committees—we ran the gamut of activities you do every day.

I was really impressed with the public relations job that an extension staff has to do. For example, when your home demonstration council is leery of a new program for young homemakers, how do you gain their approval? This is a problem Mrs. Naley had to solve recently.

Todd County agents have just begun working with television. A new station in a nearby county has scheduled a 15-minute Extension Service show twice weekly. About a dozen counties share the time on a round robin basis. The staff used their first

program to promote the business-backed Regional Dairy Day.

It takes extra effort to keep a good feeling between the extension office and the press when there are 11 weekly newspapers in one county. But the Todd County staff supplies all of them with columns and news articles each week.

Like all county workers, Dick and his staff have to keep good relations with hundreds of other people and groups. And they must cope with modernized agriculture, agribusiness, and all the different people it affects. From the good words that Todd County folks passed on to me, the agents there are doing a fine job in this respect.

The next step of this trip was a visit to the State Information Office. There I had a chance to see extension's operations in districts and across the State.

This trip has helped me to better understand county and State extension workers' needs and interests. In the future I hope to meet more of you and gather ideas about how the Review can help you. Ed and I want to continually make the Review serve you better.—DAW

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Specialist Adaline Snellman and model "on camera."

## TV Tailored to Their Interests

by JAMES E. LAWRENCE, *Television Specialist, New York*

NEW York extension home economists are enlarging their audiences by the hundreds and thousands without adding new staff or sacrificing teaching quality. The answer is television.

But these extension workers are not using the medium merely for its own sake. They are making it work for them through packaged programs—the TV short course. Commercial stations that will not ordinarily embrace the idea of regularly scheduled extension telecasts eagerly open their doors to the TV short course.

### *New Venture*

This fact and many others about teaching through television are among the benefits derived from the State's first extension TV short course for homemakers, completed recently over WNBC-TV, Binghamton, N. Y. Titled *Sew For Growth*, the course was a series of 6 weekly 15-minute lessons on making a child's dress.

Plans for the course were developed by home demonstration agents in 15 counties reached by the station. Five of the counties are in Pennsylvania,

so interstate cooperation was an important part of the planning. Agents promoted enrollment in the series through television shows and spot announcements, newspaper stories and photos, direct mail, county extension newsletters, radio broadcasts, home demonstration unit meetings, and store displays.

The initial venture, taught by Cornell textiles and clothing specialists Adaline Snellman and Madeline Blum, is now being scheduled for viewing throughout the State. Soon it will go into thousands of homes not reached by present extension television shows.

In fact, this was one of the reasons for launching the special short course for homemakers. Each week extension televises 10 "live" shows over 5 of the State's 24 commercial stations. Although these telecasts do not cover the entire State, the total weekly audience is estimated to be 1 million viewers.

Many stations will not take regularly scheduled television programs on a sustaining basis. But the stations are interested in a short series of lessons, such as over a 6 or 8-week period.

Another reason home economists are using the TV short course is to bring helpful information to the thousands of young homemakers outside of home demonstration units. Specialists and agents are in contact with some 83,000 homemakers through the educational programs organized for home demonstration units. New York's television facilities reach into 4,644,000 homes or 91 percent of all homes. So extension home economists have an opportunity to reach a much larger audience through television.

*Sew for Growth* gave this opportunity to home demonstration agents, textiles and clothing specialists, and State leaders of home demonstration agents. Judging from participation in the course and viewer response, it was a worthwhile effort.

The 1,049 homemakers enrolled in the course each paid \$1 for a packet of instructional materials. Practically all of these materials were prepared by the two specialists for the series. Several thousand viewers also monitored the lessons in addition to those formally enrolled, according to station officials.

### *Survey Findings*

The series was aired each Thursday, 12:30 to 12:45 p. m., from January 14 to February 18. Following completion of the course, a post card survey was conducted among enrolled viewers to determine the effectiveness of this teaching method. This is what the survey revealed:

- Eighty percent said they had either completed the dress (some made more than one) or that they were in the process of finishing it.

- Sixty-four percent of the homemakers were in the 20-40-year age group.

- Forty-six percent of those enrolled from New York State were not members of a home demonstration unit. Pennsylvania does not work through units.

- Seventy-six percent of the homemakers viewed more than half of the six lessons.

- Sixty-five percent said the telecast time (12:30-12:45 p. m.) was satisfactory. Those who did not find it satisfactory, largely the younger  
(See *TV Teaching*, page 140)



# Homemakers Report by Radio

by MRS. ARVENA H. PEARSON, LaSalle County Home Adviser, Illinois

ONE minute 'til air time. Stand by!" This command is a call to action for LaSalle County homemakers. At the end of the 60-second countdown, they are ready and on the air at one of three local radio stations.

The homemaker programs, now in their seventh year, are increasing in popularity. And they are proving to be excellent good-will builders for the home economics extension program.

The broadcasts have interested more homemakers in the extension program. When the women report skills they have learned and interpret them in terms of family and community needs, other homemakers have a clear picture of the scope of extension work. They ask to participate.

## Station Cooperation

Station managers also are enthusiastic about the programs and want them to continue. Indications of their worth are such comments as "the programs have increased our coverage" and "the programs are

helping to inform citizens on important issues."

The programs started in 1953, when I was invited to produce a weekly program for WCMY, Ottawa. Soon invitations came from the other two stations—WIZZ, Streator, and WLPO, LaSalle.

This was a challenging opportunity but I realized that my work and time schedules would not permit me to give three weekly programs in three different areas of the county. Then came the thought, "Why not invite the homemaker units to share the responsibility?" They were organized for community action and many of them had been trained as local leaders. If they could present subject matter lessons to groups, why not radio programs?

When they said, "We'll try," we called a meeting of the Extension Homemakers Publicity Committee and the managers of the three stations. Miss Jessie Heathman, assistant extension editor, University of Illinois, was asked to serve as consultant.

A plan was devised for the homemakers to give a weekly program on one station. It would be recorded "off the air" for use by the other two. The stations agreed to take turns in producing live programs.

Since this was a new experience for the women, we decided that each of the 27 organized units should give only one weekly program during the first year. Home economics staff members at the University agreed to provide recorded programs to fill the gaps.

As the programs began to catch on, the women assumed more responsibility. The second year a county radio chairman and unit radio chairmen were appointed. Station managers and Miss Heathman conducted training schools.

To clear schedules, the county radio chairman meets with unit

chairmen at the start of the program year. Dates are assigned and techniques and procedures discussed. If necessary, additional training schools are scheduled.

Then each unit chairman calls her members together at least 2 weeks in advance of their program assignment date. Material is selected and organized and rehearsals scheduled. The women arrive at the station well ahead of "air time" in order to check signals with the director and receive any last-minute suggestions.

Managers give the women a free hand in selecting material for the programs. They have only one rule—that the programs not duplicate those of the home adviser or her assistant.

In general, the topics selected are seasonal and keyed to community activities. When information from a home economics extension lesson is included, it is interpreted in terms of how a specific homemaker has used it. Usually she is "on mike" to speak for herself.

## Special Shows

Frequently, guests are invited to participate because of a special skill. For example, every group has a homemaker with a "green thumb" who is interested in sharing her joy of flowers. Or she may have special skill in preparing the soil, in selecting varieties suited to the area, or in propagating plants.

Two programs have become traditional with the holiday season. One is keyed to Christmas customs and the other to Christmas foods from other lands. Since many families in LaSalle County originated from Europe, authentic information is unlimited. Members of the community look forward to the broadcasts.

During the Easter season this year, one group staged a radio fashion show. The committee in charge of the program queried four or five members as to what they and members of their family would be wearing on Easter morning. Descriptions on the air were vivid and many fine comments were received. The fact that mothers and 4-H daughters had made many of the garments added interest.

When needs of the community or  
(See *Homemakers Report*, page 141)



LaSalle County homemakers receive last-minute suggestions on microphone techniques from radio station director.

# COMMUNITY CLUBS

## ... medium for education

by WILFRID C. BAILEY  
and ANDREW W. BAIRD,  
*Rural Sociologists, Mississippi  
State University*

**A**RE community development clubs an effective medium for education? Mississippi found these clubs definitely useful to Extension in its educational work.

The community club idea appealed to Alcorn County citizens. Within 4 years after the first club organized, about 40 percent of the county's rural families had access to a club. But their growth was not so important as their usefulness. Mississippi wanted to know how and to what extent these community organizations could be used in farmer education.

So, in 1954 the Department of Sociology and Rural Life of the Mississippi Agricultural Experiment Station, in cooperation with the Division of Agricultural Relations of the Tennessee Valley Authority, began an intensive study of the clubs in Alcorn County.

### *Study Detailed*

The research included four overlapping phases. First, there was an extensive study of the conditions in the county. Over 600 rural families were interviewed to determine this.

Second, operation of the clubs was carefully studied. Information was collected on 629 meetings held from 1954 through 1958.

The third, or educational phase had several aspects. Even though the researchers were interested in use of the clubs to promote adoption

of certain farm and home practices, they did not enter directly into the club affairs. They helped the county agent plan goals and train leaders.

One important aspect of the educational activities in the study was the feedback of research findings. The sociologists supplied extension workers with background data on the economic situation in the county and with observations about the functioning of the clubs. The information was used in a variety of ways.

For example, a committee of country and town leaders used data from the study to back up a request for more extension workers. This resulted in the county extension staff being increased from 3 to 6 members.

Outside help was gradually withdrawn so that at the end of the project the community development program was completely on its own.

The final phase of the project was the evaluation of the effectiveness of the clubs as an educational media.

How effective were these rural community development clubs in promoting adoption of recommended farm practices? Actual measurement of the effectiveness of any extension education technique is difficult.

But the newly painted mail boxes, improved school yards, increasing requests for information, higher scores in the annual contest, and greater interest of the town leaders in the rural communities indicated clearly that something was happen-

ing. Community residents, business and civic leaders, and extension workers agreed that the clubs were doing a good job.

To measure the adoption of practices through educational programs in the clubs, a group of farmers were interviewed in 1954 concerning their use of 12 practices emphasized by extension. These practices were: sidedress corn with nitrogen, thick space corn on better land, plant hybrid seed corn, plant certified cotton seed, poison cotton four or more times a year, cull timber, test soil every 5 years, mow pastures or poison weeds, keep written records, use most fertilizer on better soil, use warfarin type rat poison, and buy plant food fertilizer by plant food content.

### *Second Survey*

A resurvey made it possible to study the changes made by individual farmers. In 1957, 68 percent of the practices were followed compared to 59 percent in 1954.

Club and nonclub members were compared on the percentage of practices not used in 1954 but picked up in 1957. Club members added 68 percent of the practices possible, compared to 37 percent of nonclub members in club communities, and 40 percent for residents of nonclub communities.

Individual records showed that the gain in the total number of practices followed was a process of both adding and dropping. One practice was dropped for every two picked up.

Thus the final stage in adoption is more than getting the farmers to try a practice. It is securing continued use.

Based on the number of practices followed in the first year of the survey but not used in the second year, the club members dropped 9 percent of the practices while the nonclub members in club communities dropped 20 percent and the farmers in communities without clubs dropped 16 percent. Club members not only added more of the recommended practices but were less likely to drop them once they had tried them.

Club members made 100 percent improvement in four practices. That (*See Community Clubs, page 140*)



# MEETING TOMORROW'S SCHOOL NEEDS



by JAMES W. GOOCH, Information Specialist, Upper Peninsula, Michigan

A SCHOOL area study recently completed in Delta County, Mich., led to prompt and constructive action. As a result of this and similar studies, the county is equipping to meet tomorrow's school needs.

Within months after study committees had turned over their recommendations to school board members in five townships last year, a bond issue had been passed to annex three of the townships with the City of Escanaba district. The new enlarged district recently voted to build a new \$3.5 million high school.

## Coordination Important

When the annexation issue failed by a close 192 to 174 vote in another district, the citizens asked that the invitation to annex be extended. They are planning another election soon.

Why was the Delta County study so successful? Partly it was due to the active interest of the nearly 100 citizens, school officials, and board members from the five districts who took part in the study. But also im-

portant was the way in which the study was coordinated.

Key coordinator was Joe Heirman, Delta County extension director. He represented Michigan State University, the institution that provided consultants for the study. But he also was a local citizen and his years in extension work had made him an expert in interpreting local interests and needs.

First Heirman met with a group of citizens who knew something had to be done about school facilities, especially for high school students from rural townships surrounding

## More Facts Available

A complete case history report of techniques and results of the Delta County school study will be available in October 1960. For copies, write to: Dr. Wilbur B. Brookover, Director, Educational Bureau, Michigan State University, East Lansing, Mich.

Escanaba. A complete, professionally guided school study seemed to be the next best step. So Heirman suggested the consultant services of a team of campus-based education specialists.

He then worked with a special township survey board which the various school boards appointed to draw up the contract for the study. Institutional charges for such studies are based on the number of specialists needed, travel, and other expenses.

Next the survey board appointed a steering committee to work with subcommittees on enrollment, program, finance, plant, history, and occupation. Heirman arranged meetings to permit about 75 citizens to take maximum advantage of guidance from the consultants. Between these monthly meetings, he helped the various committees distribute questionnaires and watched for any trouble spots that might call for help from the consultants.

## Recommended Action

Throughout the study, it was stressed that after facts were all collected, recommendations would be passed along to school boards. These were to be only recommendations with no official strings attached.

By following research-tested study formulas, however, personal feelings and political influences were kept to a minimum. This is why school board officials nearly always base action on recommendations coming from such studies. And this is also why, in the Delta County case, they proposed the annexation move.

Heirman's involvement was made possible because of the Upper Peninsula district's new Rural Resource Development Program. This program combines services of continuing education and extension and permits county agents to provide a broadened service program to local citizens.

Dr. Floyd Parker, coordinator for the campus-based specialists who helped on the study, and Dr. Ed Pfau, former U.P. education specialist for M.S.U., feel the arrangement produced one of the outstanding school area studies on record. They feel it could well set a pattern for other

(See *School Needs*, page 142)



# Two-Way Street for Exchanging Ideas

by ELSIE CUNNINGHAM, State Home Agent, New Mexico

IT was education and vacation combined for me." "Thank you for a most wonderful week on the campus. It brought back memories as well as giving me new ones."

These are two women's comments about the time spent at our annual Homemakers College. This 4-day short course brings hundreds of women from all over the State to New Mexico State University campus.

Many other quotes like these make us believe that the Homemakers College is a wonderful public relations medium, as well as a unique educational experience for those who attend.

## Dual Aim

We began our Homemakers College 4 years ago to: (1) acquaint women throughout the State with what our university had to offer, and (2) to give them some worthwhile classroom instruction. In other words, Homemakers College gives the women a chance to meet our university staff and our staff gets a chance to meet women of the State. It's a two-way give-and-take.

In addition, it has become an instrument for public relations with those who assist in planning and conducting the program. For example, a ranch woman on our State advisory board said, "You gave a lot to so many people who wouldn't have had it in any other way. I'm proud to have been allowed a minor part in seeing it all happen. I wouldn't have traded the experience for a great deal."

Homemakers College is sponsored by the entire university. Everyone, including President Roger B. Corbett, lends a hand. A State advisory board, composed of representatives from some 20 organizations, gives guidance and assists with overall planning.

Activities and preparation on campus are directed by a steering committee of staff members from instruction, research, extension, and home economics education. Many people, including homemakers, serve on the 16 subcommittees. The State home agent serves as general chairman and coordinator.

Preenrollment is done through county extension offices. County extension agents also help with advance publicity.

Homemakers College provides practical information that women can apply in their own homes and communities. They get inspiration as well as knowledge and fun. Just like coeds, they live in the dormitories, eat at the university dining hall, and attend classes.

## Course Outline

Classes feature seven major subject-matter areas: family life education, home management and equipment, foods and nutrition, clothing and home furnishings, public affairs, landscape gardening, and communications. This year, special interest classes and workshops include corsage making, book talks, parliamentary law, New Mexico flora, travel talks, color photography and a publicity forum.

Assemblies, vesper service, get-acquainted party, exhibits, tours, President Corbett's reception, banquet, and drivers' evaluation checkup round out the curriculum.

One instructor for the 1960 session, a businessman and State legislator, (See *Two-Way Street*, page 140)



New Mexico Dairy Princess Mary Lee Watson (left) serves milk to Homemakers College registrants. Three women at right were among 70 Indian women attending the 1959 session.



Mamie Hardy, National Cotton Council, demonstrates new materials to Mrs. Earl Corn, member of NMSU Board of Regents, and Mrs. A. L. Meadows, Chaves County extension council chairman.

# Skyways to Greater Understanding

by J. JOSEPH BROWN, *Herkimer County Agricultural Agent, New York*

**A**IRBORNE tours are helping Herkimer County extension cooperators understand agricultural changes taking place in their county and nationwide. They planned and carried out three such tours in 11 months.

Their interest in air tours was stimulated by colored slides I took enroute to the 1958 NACAA annual meeting in Seattle. These were shown to hundreds of people in the county during the fall and winter of 1958-59.

Surveys at these meetings showed substantial interest in aerial tours of the county and a trip to Wisconsin. This spring a group flew to Washington, D. C., to get a first-hand look at their national government in action.

## *Advance Planning*

For the county tours, we prepared a booklet showing the general agricultural areas of the county, principal methods of soil formation, and suggestions on other sights of interest. These included spread of cities and villages, increase in nonfarm rural residences, differences in soil productivity and drainage, intensity of farming, and adoption of conservation practices.

The airline installed a public address system in the plane which I used to keep up a running commentary during each flight. Our passengers said later that this helped make the trip, three flights with a total of 82 passengers, a more satisfying experience.

With the experience of the county air tours behind us, we plunged into preparations for the proposed tour to Wisconsin, the No. 1 dairy State. A considerable number of our dairymen wanted to compare Wisconsin problems, outlook, practices, and trends with their own central New York area. They also wanted to learn first-hand about research underway

and to appraise future competition that may occur with the successful development of concentrated milk products.

For several years, I have believed that farm people and the general public need a better overall understanding of the characteristics, problems, and trends in the major types of farming in this country. Another objective was to encourage and promote the spirit of good will and friendly competition between the Northeast and Midwest.

Well-organized tours by farm people are one of the best ways to accomplish these objectives. Air transport makes it possible for farm people to travel efficiently to and from the area visited. For example, our 44 Herkimer County farm people were away from the farms less than 4 full days but made observations in Wisconsin for practically 4 working days.

Our State Director, Maurice Bond, approved the objectives of our pro-

posed tour and secured the hearty endorsement of Associate Director Henry Ahlgren of Wisconsin. George Werner, extension dairy specialist at Wisconsin, worked with us in planning and carrying out the proposed tour. The members of our tour group, our State dairy specialist, and others were invited to suggest principal things to be seen and places to be visited.

## *Assigned Topics*

After our tour party was complete, everyone was assigned to one or more "study" committees. The assignments were based as much as possible on each person's particular interests and experience.

The topics for committee study on the tour included getting started in farming, crop production, farm and home business management, dairy herd improvement, farm structures, and materials handling (especially feeding forage during summer



Chartered plane-load of Herkimer County farm couples enjoy the ride "on to Wisconsin." For most, this was their first commercial flight. Group spent four days comparing Wisconsin problems, outlook, practices, and trends with their own central New York area. They visited dairy farms, breeding establishments, milk plants, research facilities, and herd records lab.



months). Each person was asked to observe and ask appropriate questions on the assigned topics and thus accumulate knowledge to report back to people in the county.

Upon arrival at the Milwaukee airport on Saturday morning, August 1, our passengers transferred to a chartered bus. We covered more than 500 miles by bus before reboarding our plane Tuesday evening, August 4.

We visited six outstanding dairy farms, three nationally known breeding establishments, two artificial breeding studs, two University farms, four large farms with unique features, a large cooperative milk plant, and a central DHI laboratory. We participated in newspaper and radio interviews, two television programs, and a Kiwanis luncheon with mutual exchange of gifts of local products.

Seven of the group took movies and 10 took colored slides. After the trip, we held a dinner meeting to review movies and slides. This was followed by another meeting of 15 committee chairmen to plan in detail the summary statements on conclusions drawn from the tour and to select the accompanying movies and slides.

More than 500 people, the largest indoor extension event ever held in the county, attended the report on this trip in October. The results of the tour were also used in the local newspapers, for eight illustrated arti-

cles in our monthly farm news, and at dairy long-range planning meetings and numerous other meetings.

The principal conclusions drawn by our group were: (1) Eastern Wisconsin has generally superior natural resources; (2) Wisconsin dairymen are making better use of forage; and (3) our dairymen had better sharpen up their farm management practices to meet possible future competition.

### *National View*

Another desired effect of this tour was that it broadened our farm leaders' viewpoints on national agricultural trends and policies. Many of the tour group were what we would call early adopters. This proved to be a good way to involve them in planning and carrying out our future long-range program.

A logical outgrowth of the Wisconsin trip was a 2-day tour by air to Washington, D. C., in April 1960. Despite the rush of regular winter extension activities, an unusually late spring, and disruption of service by our local airline, a group of 24 people was formed for this tour. And they really saw their government in action.

The committee contacted Congressman Alexander Pirnie and he arranged for the group to have conferences with Vice President Nixon,

Senators Keating and Javits, and Under Secretary of Agriculture True D. Morse, in the absence of Secretary Ezra Taft Benson.

Arthur Durfee, Assistant State Director of Extension, arranged for us to have an informal visit with C. M. Ferguson, FES Administrator. Other highlights of the Washington tour were visits to both Houses of Congress, Supreme Court, FBI Headquarters and the Agricultural Research Center, Beltsville, Md.

Our group certainly was impressed by the complexity of our government and the processes by which Federal laws are made, interpreted, and put into effect. They were also interested in the research at Beltsville—especially the proved sire experiment and the work with wafering and pelletizing. Conclusions from this tour will also be presented to all interested people in our county.

### *Sparked Interest*

These tours have kindled a great spirit of inquiry among our people and made them much more alert to the ever changing economic and social trends. Other benefits of the tour include opportunity for more leadership development and increased appreciation for the greatness and beauty of our country.

The success of these tours was made possible only by splendid cooperation of county agents and specialists in New York and Wisconsin and the Federal Extension Service in Washington, D. C. We learned much by trial and, I have to admit, also by error about these coordinated air-ground tours.

Our experiences have already been shared with agents in our Regional Group. Two counties, Jefferson and St. Lawrence, are planning similar tours to Wisconsin next summer.

Where will our destination be next time? That of course, depends on the interests of our people, the approval of our county executive committee and State director and those of State or States to be visited.

At this writing I would guess that the next proposed tour, aimed at better understanding of National agricultural policies, would involve landings in more than one State with side bus trips. Some of you may be hearing from us.



Herkimer County group visited Washington in April to observe national government in action. Seated are: Frank Guido, member of group; Miles Horst, Assistant to Secretary, USDA; Congressman Alexander Pirnie, New York; Under Secretary True D. Morse USDA; County Agent J. Joseph Brown; and C. M. Ferguson, Administrator, Federal Extension Service.





Photography is popular project among Chicago boys and girls.

## Testing 4-H in the City

by LAWRENCE BIEVER, Specialist in 4-H Club Work, Chicago

**Y**OUTH in Chicago are verifying the claim that 4-H club work fulfills unmet needs of city youth.

Teen-agers in cities crave the opportunity to plan and conduct programs, projects, parties, and other events on their own. City youth want and need to belong to small groups where realistic responsibilities involving democratic principles are available.

### Urban Experiment

The 4-H club program in Chicago is a self-help program for youth. Adult leaders enjoy their roles as they see youth assume major assignments in conducting meetings, project instruction, and club activities.

Chicago's 4-H program started in 1957 because a long-time supporter of 4-H wanted to see 4-H club work extended to large cities. He offered \$10,000 annually for a 3-year pilot project. Other donors and the University of Illinois provided the balance of the budget to develop the organizational structure.

More than 80 percent of Chicago's 63 4-H clubs are a result of young people's efforts. Each person who inquires about club work is sent information about projects and a guide to recruiting members.

When an individual has 10 to 12 prospective members, a 4-H staff member helps them form a club. Leaders are elected by the club.

Philosophy, structure, and programs are determined by officers and leaders together. The philosophy and structure of the Minnesota junior leadership project has been used, with a few variations. Then club officers propose activities to the other members. This participation in planning gives members a feeling that it is their club and their responsibility to make it function.

Only one of the 63 clubs meets more than once a month. Committee assignments, special project meetings, reading 4-H literature, and project work in their homes holds members' interest and enthusiasm outside the regular monthly meeting.

The first 4-H club formed, the

Yardettes, consisted of 10 girls 14-17 years old. They were encouraged to assist in recruiting other young people to form 4-H clubs. The Yardettes 4-H Club now has 19 members and 7 are serving as junior leaders for other clubs.

Five 4-H clubs have been organized directly by members of the Yardettes. Eleven more started as an indirect result of Yardette influence. Sharing, helping in the expansion of 4-H club work, and community service are foremost in the minds of these junior leaders.

### Leader Interest

Five members attended the first citywide junior leader meeting, in January 1959. At a meeting this February, 45 junior leaders attended.

Most of the meeting was devoted to discussing knotty situations in clubs, how to compile better 4-H records, and buzz sessions. The group voted to meet every other month. There are now 60 junior leaders in Chicago.

More than 100 adult leaders are guiding the 4-H clubs and taking part in leadership development conferences. Since the 4-H'ers elect their adult leaders, it puts the leadership responsibility in a different focus. Parents who are elected to serve emerge as people being "wanted" by youth. Many mothers have expressed gratitude for an opportunity to have this kind of activity.

### Share Talents

Sharing of talents and equipment is another important force in building the 4-H club program. Many 4-H club members meet with one or two fellow members to guide project work.

Some families do not have sewing machines. So a 4-H member and her mother will invite other members to come and use their sewing machine so they can complete their clothing projects.

Many 16-year old boys are helping younger boys with electronics, leathercraft, and photography.

One girl expressed her feeling about 4-H club work in this excerpt from her junior leadership record: "Being a junior leader for 2 years (See *Testing 4-H*, page 140)





## YOUNG ADULTS CAN'T BE LUMPED TOGETHER



by **ROBERT R. PINCHES**, Assistant State 4-H Leader, and **MARVIN J. TAVES**, Associate Professor of Sociology, Minnesota

**C**AN one educational program serve the needs and interests of all young men and women? The answer is no, according to a Minnesota study.

This survey of group activity interests of young adults indicates that there are many separate subgroups within the age span 18 to 30. These subgroups have wide differences in interests, which partly accounts for the difficulty in effectively reaching them with educational programs.

### *Major Discoveries*

Subgroups were studied on the basis of ages 18-23 and 24-30, marital status, sex, and town or farm backgrounds. One important finding was that differences in characteristics among young adults affect interests increasingly as the group characteristics become wider.

The data showed that differences in interests among the general group 18 to 30 were affected little by differences in age alone, sex alone, marital status alone, or farm and town back-

ground alone. Two differences in characteristics widened the gap and three and four differences in characteristics left few common interests.

Each of the 271 respondents indicated his degree of interest in a series of 43 discussion topics or activities. For example, "Having a wholesome religious life" ranked first in interest, being rated high by each of the 18 subgroups. Study and discussion of "How to make money" was also consistently rated high.

Other activities rated high by at least 13 of the 18 subgroups dealt with: selection of clothing, citizenship, fixing up the house, social graces and grooming, entertaining in the home, wise procurement and use of credit, first aid training, and improving family relationships.

Activities rated low by most subgroups were: carrying on a membership drive and planning programs for organizations, square dancing, taking part in a play or skit, how to organize a farm partnership, and learning to do needle or fancy work. Further

examination of the responses, however, shows that many low-ranking activities have a strong appeal for some subgroups but not for others.

Discussion topics and activities in which no subgroup expressed high interest included: carrying on a membership drive, taking part in a play or skit, planning group programs, and learning to lead group recreation. This lack of interest in group activities may mean that consistent growth and continuity of young adult activities will require community support and help from key older adults.

### *"Fitting In"*

One purpose of the study was to determine the degree to which young adults were "fitting into the community" in adult roles. Items covered were their independence from parents, both financially and in establishing homes of their own, extent of participation in adult organizations, how they look at the community and jobs in which they are involved, preparation for the positions which they hold, and their view of things blocking their progress.

Nine of every ten married couples are living separate from their parents. However, only 20 percent of the single men and 33 percent of the single women live away from home. Four out of five are completely self-supporting and the same proportion expect little or no help from parents.

In regard to community satisfaction, nearly nine out of ten said they liked their present community. Similarly high proportions stated that they had many friends where they lived and that the stores were as good or better than those in other similar communities.

Fifty percent of the men and 59 percent of the women spend more than half their social life within their immediate local community. Only about five percent spend as much as half their social life outside the larger trade area in which they live. But many are not satisfied with the recreation and social life available.

Organizational participation is low compared to that of other age groups. However, the communities surveyed showed a higher participation than previous national studies have indicated.  
(See *Young Adults*, page 142)

## TV TEACHING

(From page 131)

homemakers, indicated preference for two distinct time segments, 10-11 a. m. and 1-3 p. m.

- Seventy-five percent said the number of lessons (six) was just right, while 64 percent indicated that the lesson length (13½ minutes actual teaching time) was too short.

- Of the various means used to promote the course, television, direct mail, and county extension newsletters were rated the most important in terms of influencing enrollment.

- Homemakers definitely want more extension TV short courses. They expressed interest in a number of topics dealing with textiles and clothing.

To New York extension home economists, all this means one thing—the TV short course has a promising future. It is providing an excellent method of effectively reaching large segments of the State's homemakers. And it demonstrates one of the many ways extension workers are adapting their program objectives to this fascinating medium of television.

## COMMUNITY CLUBS

(From page 133)

is, all club members who did not use them in 1954 did so in 1957. All four practices were subjects of special educational programs in the club meetings.

In order to increase income from cotton while acreage was being reduced, the county agent stressed poisoning of cotton and planting certified cotton seed. The clubs, with the help of extension staff, carried out a rat eradication campaign using warfarin. The assistant county agent planned a 4-H club demonstration on buying fertilizer by plant food content. This demonstration won top honors in the State and was presented to all farm groups in the county.

### *Extension's Harvest*

The study in Alcorn County showed two uses of the rural community development clubs. They were effective in bringing about both general community development and as a media for education on speci-

fic practices. Because members came from both farm and rural nonfarm families, a broad cross section of the population was brought into contact with Extension.

Since there were many nonfarm families in the clubs, the educational programs were broadened to include community, home, and family as well as farm topics.

The clubs provided a springboard from which to launch various educational programs. Club members learned about special meetings and services available through Extension. Publicity in newspapers and various club activities called attention to the work of Extension. Training in the clubs provided a nucleus of leaders for other organizations.

Finally, the clubs demonstrated the value of coordinated effort of town and country residents and agricultural workers.

## TESTING 4-H

(From page 138)

has certainly taught me many things about others and myself. Perhaps the greatest lesson I derived from being a junior leader is that no one person can exist by himself—everyone needs someone.

"I found this true when I saw the eyes of the young members light up when they learned something new at the project meetings and when I learned how to sew an invisible hem from one of the clothing members. From this, I could see that everyone has something to contribute, making life so much happier when everyone can cooperate in the fashion that 4-H'ers do.

"Besides teaching others new things, and learning new things myself, I believe the community will benefit from 4-H. In 4-H, where everyone from the members to the leaders learns to help themselves, we can see the future citizens of tomorrow as a healthy and wholesome group of people who will carry out their duties in life as good citizens should."

Sharing of talents—freedom in planning activities—a self-help program with all activities home-centered. These are bringing much happiness to the many families who are participating in the 4-H club program in Chicago.

## TWO-WAY STREET

(From page 135)

sums it up, "I received the Homemakers College program and brochures and realized for the first time the magnitude of your program. This type of function helps to fill a need in our adult education program in New Mexico. Also, it brings our university into focus with the parents of the State."

A sample survey among homemakers who attended Homemakers College last year provides interesting figures on attendance, age groups, and families of enrollees. The survey showed that 52 percent of the homemakers were attending for the first time; 24 percent had attended 2 years, and 24 percent for 3 years. About half the homemakers attending lived on a farm or ranch or in the country.

More than half had attended high school and more than one-third had some college training. Two out of 10 homemakers in the survey were under 30 years of age and 7 out of 10 were under 50.

### *Other Findings*

Sixty-four percent of the homemakers had some family member at home under 20 years of age and 49 percent had children 10 to 19 years of age at home.

Our survey also showed that a majority of the women who attended Homemakers College devoted all their time to their homes and families. One-fourth of them were employed full time and about one-fourth worked part time away from home or earned some money regularly at home to supplement the family income.

Homemakers College is fast becoming a traditional activity. Each year an increasingly larger number of women attend. More than 600 homemakers registered for the first college in 1957, 750 in 1958, 800 in 1959, and 869 in 1960. These women came from 31 of New Mexico's 32 counties and included 80 women from 17 Indian tribes.

So it appears that Homemakers College is serving a need. It is providing a two-way street for the exchange of ideas between the public and their land-grant institution.



# Georgia Plans Another Winter School

by GEORGE K. HINTON, *Publications Editor, Georgia*

THE first Winter School for Extension Workers, held at the University of Georgia from February 15 to March 5, proved highly successful. On the basis of popular demand, indications are that the school will be repeated next year.

The process of having another winter session approved has been put into motion, according to Dr. C. C. Murray, dean and coordinator of the University of Georgia College of Agriculture. Dr. Murray said courses similar to those offered this year are contemplated, although there may be some changes in line with requests made by students.

The ECOP Training Committee and others interested in extension training had long recognized the need for such a school. The summer schedule for extension workers is growing heavier and it is becoming more difficult for them to get away from the job during the summer months.

Two years ago, Georgia leaders decided to try and work out the

problems standing in the way of a winter school. Director of Extension W. A. Sutton proposed to the ECOP Training Committee that Georgia would be an ideal place for the school because of the mild climate and facilities available at the Georgia Center for Continuing Education. The Center has living, eating, and classroom facilities in one building.

Dean Murray supported the idea, and he, Director Sutton, and S. G. Chandler, training leader, began making arrangements. By late fall everything was in order and notices went out.

## Student Makeup

By opening day, 91 students had registered. They came from 19 States, including Alaska, and Puerto Rico and Brazil. The student body represented a good cross section of Extension—2 assistant home demonstration agents, 9 assistant county agents, 11 associate county agents, 13 specialists, 5 supervisors, 27 home demonstration agents, and 24 county agents. Their service ranged from 1½ to 32 years, with the average being 10 years.

Six graduate courses were offered in this first session. They carried either two or three quarter hours credit. Courses offered were Public Relations in Extension Work, Principles and Procedures in the Development of 4-H Club Work, Administration and Supervision in Extension Work, Family Problems in Living and Financial Management, Effective Use of Information Media in Extension Work, and Communication in Extension Work.

The faculty consisted of Dr. O. B. Copeland, assistant executive editor of *Progressive Farmer* magazine; Dr. Arthur E. Durfee, assistant director of extension, New York; J. W. Fanning head of the department and chairman of the Division of Agricultural Economics, University of Georgia; Dr. Fred P. Frutchey, chief,

teaching methods research branch, FES; Dr. Mary Frances Lyle, associate leader in 4-H Club and YMW programs, FES; Dr. Edward V. Pope, specialist in child development and parent education, FES; and Mr. Chandler. Dr. J. J. Lancaster, professor of extension education, was coordinator for the school.

A survey of students shows that those who attended were pleased with the school as a whole. Fifty-four rated the entire session "better than I expected," 29 "good," and none marked "not as good as I expected." Courses got an even higher rating, with 61 replying that they were "better than expected" and 23 "good."

The surprisingly large enrollment, despite rather brief notice that the school was to be held, and the comments of students show the school fills a definite need. Extension workers apparently welcome an opportunity to get professional training at the graduate level during the winter.

## HOMEMAKERS REPORT

(From page 132)

county are discussed, special guests are invited. Representatives from the Red Cross, cancer association, heart association, traffic safety commission, and schools are among those who have participated.

The women have learned to select timely material and to organize it for a specific time bracket. They have learned to work together and to be ready to present programs on short notice when necessary. And they have developed remarkable "on-the-air" poise and self-confidence.

One outstanding value is the way in which program planning and production has helped the women. It is gratifying to attend a unit meeting and hear the radio chairman report, "We had a good time planning and giving our program. If you are asked to help with one, don't say no. It is one of the nicest experiences you'll ever have."



A good cross section of Extension was represented at Winter School in Georgia. Dr. Arthur E. Durfee, assistant director of extension, New York, and a faculty member, discusses an assignment with two students. They are: Mrs. Huldah B. Samuelson, home demonstration agent, Anchorage, Alaska; and Miss Doris Duke, home demonstration agent, Banks County, Ga.

## SCHOOL NEEDS

(From page 134)

areas considering such studies, especially if the extension agent has the organizational ability and time for such service.

### Noted Gains

Here are advantages Parker and Pfau saw in having the local extension agent coordinate the school study:

1. Being a local resident, he helped with briefing and was responsible for the study getting a good running start.

2. His knowledge of local conditions and people prevented many of the obstacles often encountered when outside consultants work with local people on local programs.

3. Because he has known and worked with both farm and urban groups, he practically eliminated many of the rural-urban factions that sometimes show up.

Six more school districts in the county also have started school area studies. So Delta County is well ahead in gearing up for school programs to meet long-time future needs.

## YOUNG ADULTS

(From page 139)

cated. Four out of five respondents attended church regularly but only half participated in any additional church centered organization.

Sixty-five percent of the men and 54 percent of the women said they feel at home in the adult organizations of the community in which they live. This indicates a willingness to spend part of their time with older adults. But four out of five still said that "organizations specifically for young men and women of my age are necessary."

In response to direct questions, the young adults indicated they preferred associations with only a part of the total group of men and women 18 to 30 years in age. Single young men and women naturally prefer to belong to groups of single men and women. The young married men and women prefer groups of married couples.

Although the older (24-30) do not



County Agent Joe Heirman, right foreground, discusses school study with MSU consultants and local committee chairman.

object strongly to including the younger members in their groups, the younger members (18-23) definitely prefer to restrict the upper age limit. Furthermore, the young adults shy away from associating with groups oriented toward adolescence or to older adults.

There was relatively little objection to combining farm and town young adults. In fact, only 11 percent stated they would prefer groups consisting mostly of farm folks and another 11 percent preferred mostly town folks. The remaining 78 percent had no preference.

Approximately half of those employed were not satisfied with their present jobs. Forty-eight percent of the men and 67 percent of the women had not had any special training for their present jobs.

Seventy-eight percent of the men and 56 percent of the women expressed an interest in further educational opportunity. This is perhaps a reflection of the fact that 70 percent of the group had no education or special training beyond high school. Yet 65 percent of the men and 74 percent of the women are not participating in any form of organized educational effort.

### What It Means

The practical problem faced by those who wish to involve young adults in worthwhile educational and group activities is to understand more fully the nature, interests, and needs

of young adults. We need to consider program content, organization structure, and procedures which will effectively challenge the interests of young adults. It is not enough to design a program for mature adults and try to persuade young adults to take advantage of it.

### Variety Wanted

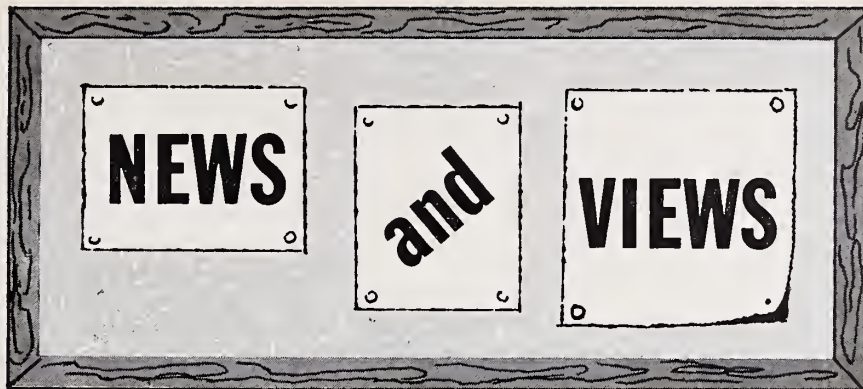
An adequately organized young adult program requires diversification on both the activities offered and the composition of the group. Young adults want to participate more actively and want to belong to organizations with other young men and women.

They recognize their need for more training and experience, improved personal qualities, and resources to get ahead. Many are looking forward to better jobs, but only a fourth are participating in any form of organized educational effort.

The problem is largely one of assisting young adults as they move from adolescence to full adulthood. Until they have achieved adult stature in their own eyes and in the eyes of other adults, they are denied the satisfactions of full participation and the feeling of belonging.

With bulging numbers of young people moving toward young adulthood, the challenge to local communities is clear. This is where the opportunities must be provided and where key older adults need to lend a hand.





## Crop Pest Control Contest Open To NACAA Members

All members of the National Association of County Agricultural Agents are eligible to enter the County Agent Crop Pest Control Competition.

This new contest, sponsored by the Shell Chemical Company and directed by the NACAA, is intended to emphasize the need to control insects and other pests and to show the importance of visual aids in communicating information to a farm audience.

Entrants will be judged on three

phases of their program for control of insects, mites, and nematodes.

- Total Pest Control Program Within the County. (Essay form)
- A Single Control Project Within the Total Program. (Detailed essay)
- The Use of Visual Aids to Communicate the Results of the Project (in above category) to a Farm Audience. (Complete description and examples of all visual aids)

National prizes are topped by an all-expense-paid trip for two to the NACAA annual convention in Miami and grand prize trophy.

Contact your State association for contest forms. All entries for State competition must be in by September 1.



4-H flag is raised over University of Connecticut campus during National 4-H Club week. Left to right: University President A. N. Jorgensen, Associate Extension Director Henry M. Hansen, Dean of Agriculture W. B. Young, and State 4-H Club Leader Maurice L. Hill.

## BOOK REVIEW

**LEADERSHIP FOR ACTION IN RURAL COMMUNITIES** by Burton W. Kreitlow, E. W. Aiton, and Andrew P. Torrence. Published by The Interstate Printers and Publishers, Inc., Danville, Ill. 356 pp.

Here is a book that does a magnificent job of blending the theory and research of leadership and community development with the practical application of these principles. The case histories provide a dimension of realism which cannot be over-emphasized.

The readable style of this book extends its usefulness beyond the professional educators in the field to all the cooperating lay leaders. Lay leaders in the Cooperative Extension Service, vocational agriculture, churches, schools, and farm organizations should find this publication on the "must" reading list if they truly wish to be more effective leaders.

County extension agents, vocational agriculture teachers, and other rural professional workers at the community level should make this book a part of their personal reference library if they are serious about developing local leadership and helping to solve community problems.

In addition, this book will have great utility in the college classroom.

*Leadership for Action in Rural Communities* is a truly significant contribution to the literature of adult education.—Robert W. McCormick, Leader of Extension Training, Ohio.

## Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publication distribution officer.

G 1 Family Fare—Revised 1960

G 67 Insects and Related Pests of House Plants—How to Control Them—New

L 461 Bluetongue of Sheep—New

L 466 Raising Guinea Pigs—New (Replaces L 252)

M 814 Plant Hardiness Zone Map—New

# One-Stop Service Center

by **GEORGE A. HAMILTON**, *Scotts Bluff County Agent, Nebraska*



Agricultural agencies in Scotts Bluff County, located in this modern building, offer convenient service to local residents.

**C**ONVENIENCE is the word used by local people when they stop in at the new agricultural center in Scotts Bluff County, Nebr. The center houses side-by-side the County Extension Service, Soil Conservation Service, and County A.S.C. office.

With many changes taking place in agriculture across the nation, extension staffs have enlarged to keep pace with the needs of people they serve. This meant more personnel—both agents and clerical, equipment, and bigger supplies of publications.

Just as small barns were adequate on early day farms, small offices served Extension's needs in the early days. But if extension agents are going to operate efficiently today, they must have modern equipment and facilities.

As one farmer describes our new office, "This is sort of a one-stop center for the busy farmer. Here he can obtain several services." Another said, "I have been trying to correlate some work for 3 years. But when I had a green light from one office and then went to the next one across

town, I could never find a parking place. This year I got the job done."

This type of center brings about the correlation of the many functions of the three agencies. It also brings better understanding of each other's job and better relationships.

As county agent, I previously found my work hampered by poor convenience to the other offices. I feel our potential has more than doubled in the new location.

The office is in the center of the county and is accessible to everyone. In the rear of the building is a large conference room with a painted screen on one wall. This room also contains a modern kitchen, which is used by the home agent for homemakers meetings. The facilities are augmented by a large lot which allows easy automobile parking.

Design for the future is evident in this office center, with modern communication and emphasis on specialization. Extension services and other agricultural agencies should find a building of this type to their liking.



Home Agent Esther Kreifels gives a lesson on fruits and vegetables to county homemakers. This modern kitchen is in a large conference room, used for agricultural and home demonstration meetings.